



USC | School of Social Work

Social Work 611

Leadership and Management in the Social Work Profession and Organizations: Theory and Application

3 Units

"The good we secure for ourselves is precarious and uncertain until it is secured for all of us and incorporated into our common life"
Jane Addams

Spring 2017

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Office Hours: Thursday 11:30 a.m.-12:30 p.m.

Course Day: Thursday

Course Time: 1:00-3:50 p.m.

Course Location: SDAC Classroom A

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Methods and principles of leadership and management applied to social work practice, understood as policy, management and clinical practice in the non-profit sector, health and human service organizations, and non-traditional social work settings.

III. COURSE DESCRIPTION

Students are exposed to leadership and management theories and evidence based models to enhance social work practice in health and human service organizations and non-traditional social work settings. This introductory course has three main goals: (1) to self-discover and improve leadership and management skills focusing on positive and effective social change; (2) to examine how leadership is enacted at different levels in organizations and communities by exposing social work students to theories and applications to real-world practice settings; and (3) to analyze the roles, functions, and responsibilities of human service leaders, including elected officials, social justice and community organizers working in diverse social work fields. This course prepares graduate students to understand their own sources of leadership, as well as evidence-based management practices to effectively respond to organizations' current challenges and opportunities. Topics to be covered include: self-leadership analysis, the role of empathy in leadership, evidence-based mezzo and macro practices, management

and organization practice, gender, cultural, and ethnic issues in resource development, and managing and working in complex settings. Increase in self-awareness of leadership and management competencies through self-rating questionnaires, exercises, assignments, instruments and case studies are integral aspects of learning. This course is built on the integration of leadership, management, and understanding of the context, in which excellence in practice takes place as essential components of social work.

IV. COURSE OBJECTIVES

The Leadership and Management in the Social Work Profession and Organizations Course (SOWK 611) will:

Objective #	Objectives
1	Provide a multidisciplinary framework for the application of personal, interpersonal, team and organizational leadership skills applied to social work practice.
2	Demonstrate critical analysis of means to assess students' strength-based leadership skills and empathic attributes as key references to develop a plan to augment their leadership skills.
3	Increase awareness of organizational behavior, including management, effective communication, collaboration, conflict resolutions, human resource and strategic management skills.
4	Provide instruments for organizational, management, and leadership analysis to assess the effectiveness of operations in health and human service agencies and non-traditional social work organizations within the context of current socio-economic, organizational and political trends. Emphasis will be given to diversity and cultural proficiency in the work place.
5	Enhance development of research-driven focus to the evidence based foundation needed for students to develop core knowledge of leadership and management concepts, applications and open their options for innovative roles during placement and after graduation.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SOWK 611	Course Objective
1 Demonstrate Ethical and Professional Behavior	*	2 & 5

2	Engage in Diversity and Difference in Practice	*	1 & 4
3	Advance Human Rights and Social, Economic, and Environmental Justice	*	3 & 4
4	Engage in Practice-informed Research and Research-informed Practice		
5	Engage in Policy Practice	*	4
6	Engage with Individuals, Families, Groups, Organizations, and Communities	*	4 & 5
7	Assess Individuals, Families, Groups, Organizations, and Communities		
8	Intervene with Individuals, Families, Groups, Organizations, and Communities	*	1 - 5
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>1. Demonstrate Ethical and Professional Behavior:</p> <ul style="list-style-type: none"> ▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas ▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior ▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession ▪ Understand the role of other professions when engaged in inter-professional teams ▪ Recognize the importance of life-long learning and commit to continually updating their skills to ensure they are relevant and effective ▪ Understand emerging forms of technology and the ethical use of technology in social work practice 	<p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	<p>Assignment 1</p> <p>Assignment 2</p> <p>Assignment 3</p> <p>Presentation</p> <p>Active Participation</p>
	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	
	<p>Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication</p>	
	<p>Use technology ethically and appropriately to facilitate practice outcomes</p>	
	<p>Use supervision and consultation to guide professional judgment and behavior</p>	

<p>2. Engage in Diversity and Difference in Practice:</p> <ul style="list-style-type: none"> Understand how diversity and difference characterize and shape the human experience, and how they are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including, but not limited to: age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Understand that, as a consequence of difference, a person's life experiences may include: oppression, poverty, marginalization, and alienation, as well as, privilege, power, and acclaim. Understand the forms and mechanisms of oppression and discrimination, and recognize the extent to which a culture's structures and values, include: social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. 	<p>Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Assignment 2</p> <p>Assignment 3</p> <p>Presentation</p> <p>Active Participation</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	

<p>3. Advance Human Rights and Social, Economic, and Environmental Justice:</p> <ul style="list-style-type: none"> Understand that every person regardless of position in society has fundamental human rights such as: freedom, safety, privacy, an adequate standard of living, health care, and education Understand the global interconnections of oppression and human rights violations, develop knowledgeable about theories of human need and social justice, and create strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equally and that civil, political, environmental, economic, social, and cultural human rights are protected. 	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	<p>Assignment 2</p> <p>Assignment 3</p> <p>Presentation</p> <p>Active Participation</p>
	<p>Engage in practices that advance social, economic, and environmental justice.</p>	

<p>4. Engage In Practice-informed Research and Research-informed Practice:</p> <ul style="list-style-type: none"> Understand quantitative and qualitative research methods, and their respective roles in advancing a science of social work and in evaluating their practice. Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Understand that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing. Understand the processes for translating research findings into effective practice. 	<p>Use practice experience and theory to inform scientific inquiry and research.</p>	<p>Assignment 2</p> <p>Active Participation</p>
	<p>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>	
	<p>Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	

<p>5. Engage in Policy Practice:</p> <ul style="list-style-type: none"> Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels, and how they actively engage in policy practice to effect change within those settings. Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Knowledgeable about policy formulation, analysis, implementation, and evaluation. 	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<p>Assignment 2</p> <p>Assignment 3</p> <p>Presentation</p> <p>Active Participation</p>
	<p>Assess how social welfare and economic policies impact the delivery of, and access to social services.</p>	
	<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights: socially, economically, and through environmental justice.</p>	

<p>6. Engage with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Value the importance of human relationships. ▪ Understand theories of human behavior and the social environment, critically evaluating and applying this knowledge to facilitate engagement with clients and constituencies, including: individuals, families, groups, organizations, and communities. ▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. ▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. ▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. 	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Assignment 2</p> <p>Assignment 3</p> <p>Presentation</p> <p>Active Participation</p>
<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>		

<p>7. Assess Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including: individuals, families, groups, organizations, and communities. ▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. ▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. ▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making. 	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Assignment 1</p> <p>Assignment 2</p> <p>Active Participation</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, values and preferences of clients and constituencies.</p>	

<p>8. Intervene with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Knowledgeable of evidence-informed interventions to achieve the goals of clients and constituencies, including: individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. ▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. ▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. 	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Assignment 2</p> <p>Assignment 3</p> <p>Presentation</p> <p>Active Participation</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p>	
	<p>Use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes</p>	
	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	
	<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	

<p>9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. 	<p>Select and use appropriate methods for the evaluation of outcomes.</p>	<p>Assignment 1</p> <p>Assignment 2</p> <p>Active Participation</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	
	<p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	
	<p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: The Leadership Discovery	Unit 7	30%
Assignment 2: Development of a Personal Leadership Vision and Self-Efficacy Plan	Unit 10	30%
Assignment 3: Final Paper and Presentation: Leadership Analysis and Impact to Vulnerable Populations	Units 14,15	30%
Class Participation: Active and Meaningful	Ongoing	10%

Each assignment is described below.

Assignment 1 (30% of Course Grade)

Students will be asked to complete a 6-8 page paper based on their leadership attributes and strengths. The Leadership Discovery Assignment can effectively guide the further development of student leadership skills, empathy attributes, actions, and other positive behaviors. Based on leadership assessments, students will identify current strengths; the ones they wish to augment, and negative behaviors to eliminate. An array of inputs will inform the leadership discovery paper, including results from the various leadership and management assessments taken during the first six weeks of the course.

Due: Week 7.

This assignment relates to student learning outcome 1, 7, 9.

Assignment 2 (30% of Course Grade)

Students will be asked to complete a 6-8 page paper on the Development of a Personal Leadership Vision and Self-Efficacy Plan. The goal of this assignment is for students to formulate a personal vision and leadership plan based on results obtained from Assignment 1. The paper will include each student's short, intermediate and long term self-efficacy plan to practice and develop their top leadership attributes. It will also include specific goals and objectives to continue applying and developing their leadership skills.

Due: Week 10.

This assignment relates to student learning outcome 2, 5 – 9.

Assignment 3 Paper and Presentation (30% of Course Grade)

Using the national stage as the backdrop for this assignment, the final assignment will be a written paper and class presentation analyzing the leadership qualities of key national leaders and the potential impact on a chosen vulnerable population. Students (in groups of two or three) will be assigned the leader for analysis, but students will choose the vulnerable population of interest. There will be both a complete written paper (6-8 pages) and a 20–25 minute engaging presentation where students will use the course concepts to analyze their assigned leader's characteristics, such as leadership approach/theory, uses of power, emotional intelligence, communication style, ethics, etc. and the impact of their style/approach on vulnerable populations. **Note: This assignment will neither focus on politics nor engage in an analysis of the assigned leader's political views. It is based on the analysis of leadership styles and the impact to a particular vulnerable population.**

Due: Written paper is due Week 14, Presentations will take place Week 14 and Week 15.

This assignment relates to student learning outcome 1 - 9.

Class Participation (10% of Course Grade)

Your involvement in this class is considered essential to your growth as a practitioner. Your presence and active engagement in class, along with being prepared by having read, and completed assignments and leadership assessments prior to class, are very important. Active participation in class discussions and group activities are part of the grade.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work, which not only demonstrates very good mastery of content, but also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades are determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given for student work that is judged as very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

(Instructor Note: **This text must be purchased new!** The text contains a code and the identification of a website, where you will be asked to take an assessment that lasts about 30-40 minutes. Upon completing the assessment, you will be provided with an analysis of your major leadership strengths and suggestions for augmenting the strengths. You will use this information in class.

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th Edition). Thousand Oaks, CA: Sage.

Required Articles and Readings

There are required and recommended readings that are assigned and may be found on ARES:

<https://usc.ares.atlas-sys.com/ares/>

Once logged into ARES, students should search by using the SOWK 611 Lead Faculty instructor's name (Dr. Juan Carlos Araque), rather than the actual instructor's name. Students should also be able to find the readings by searching by department or course number: SOWK 611. After you log into ARES, you need to search for the class you want to add. There are two ways to search. First, under the **Student Tools** menu on the left side of the screen, click on **Search Classes**. On the subsequent page, click on the appropriate drop-down menu by Department, Instructor (easiest method), or Course Number. **Note:** If you select Class Name under Course Number, you will need to know the title of your class as found on the class syllabus or in the [USC Schedule of Classes](#). Once you locate the class, click on **Go** and on the subsequent page click the **Add Class** link located to the left of the search results to add the class you need. After you are finished searching, click on **Main Menu** and you will see all the classes you have added.

Required Websites

Please bookmark the following two sites:

California Social Welfare Archives: <http://www.usc.edu/libraries/archives/arc/libraries/cswa/index.html>

Social Work Hall of Distinction: <http://www.socialworkhallofdistinction.org>

Recommended Readings

Brody, R. & Nair, M. (2014). *Effectively Leading and Managing Human Service Organizations* (4th Edition). Thousand Oaks, CA: Sage.

Burghardt, S & Tolliver, W. (2010). *Stories of Transformative Leadership in the Human Services: Why the Glass Is Always Full*. Thousand Oaks, CA: Sage Publications.

Recommended Guidebook for APA Style Formatting & Writing

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th Ed.). Washington: APA.

USC Guide to Avoiding Plagiarism:

http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm

Recommended Websites

National Association of Social Workers
<http://www.naswdc.org>

Network for Human Service Managers
www.socialworkmanger.org

The Leader to Leader Institute:
<http://leadertoleader.org/>

The Center for Creative Leadership:
<http://www.ccl.org/leadership/index.aspx>

The Greenleaf Center for Servant-Leadership:
<http://www.greenleaf.org/>

Course Overview

Unit #	Topics	Assignments & Assessments
PART I: DISCOVERY AND SELF-EFFICACY		
1	Course Introduction and Overview <ul style="list-style-type: none"> ▪ Course Syllabus, Expectations, and Assignments ▪ The Art and Science of Leadership and Management ▪ Importance of Leadership in the Social Work Profession ▪ CSWA Hall of Distinction Website Review ▪ 100 Years of Social Work in Los Angeles 	
2	Social Work Leadership, Empathy and Context <ul style="list-style-type: none"> ▪ Understanding of Leadership, Including the Role of Followership, Context and Process. ▪ Servant Leadership ▪ The Role of Empathy in Leadership and Management 	Leadership Assessment #1: Followership Survey, Leadership Class Leadership Assessment #2: Servant Leadership
3	Ethics, and Ethical Decision Making <ul style="list-style-type: none"> ▪ Authentic Leadership ▪ Value Based Leadership ▪ Social Work Code of Ethics 	Leadership Assessment #3: Authentic Leadership
4	Leadership and Emotional Intelligence <ul style="list-style-type: none"> ▪ Emotional Intelligence (EQ) ▪ Leadership and Perception ▪ Johari Window ▪ 360 Feedback Process 	Leadership Assessment #4: EI Questionnaire
5	Strength Based Leadership and Self-Leadership <ul style="list-style-type: none"> ▪ Strength Based Theory, Assessment and Application ▪ Self-Leadership Theory and Application ▪ Sources & Use of Power 	Leadership Assessment #5: Rath & Conchie Strength-Based Assessment
6	Leading through Vision <ul style="list-style-type: none"> ▪ Transformational and Transactional Leadership ▪ Assessing and Shaping Organizational Culture ▪ Organization Transformation ▪ Leadership and Storytelling ▪ Leading Organizational Vision – Strategic Planning 	
PART II: BEHAVIOR AND COMMUNICATION		
7	Effective Management / Leadership <ul style="list-style-type: none"> ▪ Network for Social Work Management (NSWM) Competencies ▪ Developing and Motivating followers (staff) ▪ Influence, Persuasion & Negotiation ▪ Supervision Issues/Models ▪ Situational Theory 	Individual Management Competencies Inventory Awareness Assignment 1 Due
8	Team and Group Dynamics <ul style="list-style-type: none"> ▪ Interpersonal and Group Process Approaches ▪ Relationship Building – LMX Theory 	

	<ul style="list-style-type: none"> ▪ Synergistic Decision-Making ▪ Team Building Activities 	
	Power and Motivation <ul style="list-style-type: none"> ▪ Sources of Power ▪ Key Ways to Influence Others ▪ Sources of Motivation Theories and Application 	
9	Leading Change/Strategic Leadership <ul style="list-style-type: none"> • Managing change • Motivating Organizational Change • Building collaborations • Maximizing engagement 	
10	Diversity, Equity and Inclusion <ul style="list-style-type: none"> • Women in Leadership • Positive Gender Relations in the Workplace (LGBTQ) • Impact of generational differences on the work setting 	Assignment 2 Due
11	Developing and Creating a Leadership Pipeline <ul style="list-style-type: none"> • Onboarding staff • Developing Staff/managing talent • Succession Planning Collaboration <ul style="list-style-type: none"> ▪ Social Work Collaboration ▪ Networking and Professional Relationships ▪ Community Partnerships 	
12	Leadership in Times of Crisis <ul style="list-style-type: none"> ▪ The Role of Social Workers during Crisis Situations 	
13	Leadership and Social Movements <ul style="list-style-type: none"> • Causes of conflict & conflict resolution • Leadership and conflict • Leadership and negotiation 	
PART III: LEADERSHIP ACTION AND SOCIAL CHANGE		
14	Student Group Class Presentations <ul style="list-style-type: none"> ▪ Analyzing and influencing social change 	Assignment 3 Due Group Presentations
15	Student Group Class Presentations <ul style="list-style-type: none"> ▪ Analyzing and Influencing social change 	Group Presentations

FINALS WEEK: SUMMATIVE EXPERIENCE SESSION - TBA

Course Schedule—Detailed Description

PART I: LEADERSHIP DISCOVERY AND APPLICATION

Unit 1 (Discovery and Application): Course Introduction and Overview

Topics

- Course Syllabus, Expectations, and Assignments
- The Art and Science of Leadership and Management
- Importance of Leadership in the Social Work Profession
- CSWA Hall of Distinction Website Review
- 100 Years of Social Work in Los Angeles

Required Reading

Northouse, P. G. (2016). Introduction In *Leadership: Theory and practice* (7th ed.). Chapter 1, pp. 1-18. Thousand Oaks. Sage.

Packard, T. (2011). Leadership and Performance in Human Services Organizations. In *Management of human service programs* by Lewis, J., Packard, T. & Lewis, M. Chapter 7. Pp. 143-164. Boston: Cengage Learning.

Application

California Social Work Hall of Distinction - <http://www.socialworkhallofdistinction.org/>

Recommended Resources and Websites

Fertig, R. & Rose, J. (2007). *100 Years of Social Work at USC 1906-2006: A History in Word and Pictures*. University of Southern California School of Social Work.

Hilary Cottam: *Social Services are Broken. How We Can Fix Them*.
http://www.ted.com/talks/hilary_cottam_social_services_are_broken_how_we_can_fix_them

Unit 2 (Discovery and Application): Social Work Leadership, Empathy and Context

Topics

- Understanding of Leadership, Including the Role of Followership, Context and Process.
- Identification of the Different Sources of Leadership
- Servant Leadership
- The Role of Empathy in Leadership and Management

Required Reading

Comer, D. R. (2001). Not just a Mickey Mouse exercise: Using Disney's Lion King to teach leadership. *Journal of Management Education*, 24 (4), 430- 436.

Hernandez, M., Eberly, M. B., Avolio, B. J., Johnson, M.D., (2011). The loci and mechanism of leadership: Exploring a more comprehensive view of leadership theory. *The Leadership Quarterly*, 22, 1165-1185.

Northouse, P. G. (2016). Servant Leadership In *Leadership: Theory and practice* (7th ed. Chapter 10, pp. 225-256). Thousand Oaks, CA: Sage. **Complete the Servant Leadership**

questionnaire on page 250-252.

Yukl, (2012). Effective leadership behavior: What we know and what questions need more attention. *Academy of Management Perspective*. November 2012 26:4 66-85.

Application

PRIOR TO CLASS – Complete the following two leadership assessments:

Leadership Assessment #1: Followership

Leadership Assessment #2: Servant Leadership

Unit 3 (Discovery and Application): Ethical and Ethical Decision-making

Topics

- Authentic Leadership
- Value Based Leadership
- Social Work Code of Ethics

Required Reading

Northouse, P. G. (2016). Authentic Leadership In *Leadership: Theory and practice* (7th ed. Chapter 9, pp. 195-223). Thousand Oaks, CA: Sage. **(Complete the Authentic Leadership Self-Assessment on page 218-219)**

Recommended Resources and Websites

<https://www.youtube.com/watch?v=hWZTds02Njs>

<https://www.youtube.com/watch?v=1KeNfhw7bK0>

Application

PRIOR TO CLASS – Complete the following leadership assessment:

Leadership Assessment #3: Authentic Leadership

Unit 4 (Discovery and Application): Leadership and Emotional Intelligence

Topics

- Emotional Intelligence (EQ)
- Leadership and Perception
- Johari Window
- 360 Feedback Process

Required Reading

Northouse, P. G. (2016). Emotional Intelligence In *Leadership: Theory and practice* (7th ed., pp. 27-28). Thousand Oaks, CA: Sage.

Recommended Resources and Websites

Fisher, E. A. (2009). Motivation and leadership in social work management: A review of theories and related studies. *Administration in Social Work*, 33(4), 347-367.

Daniel Goleman on Emotional Intelligence

http://www.ted.com/talks/daniel_goleman_on_compassion?language=en

Simon Sinek on how great leaders inspire action –

http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Application

PRIOR TO CLASS – Complete the following leadership assessment:

Leadership Assessment #4: Emotional Intelligence Questionnaire

Unit 5 (Discovery and Application): Strength Based Leadership and Self-Leadership

Topics

- Strength Based Theory, Assessment and Application
- Self-Leadership Theory and Application
- Sources and Use of Power

Required Reading

Rath, T., & Conchie, B. (2008). Investing in your strengths In *Strengths based leadership: Great leaders, teams, and why people follow* (part 1, pp. 1-76). New York: Gallup Press.

Northouse, P. G. (2016). Skills Approach In *Leadership: Theory and practice* (7th ed. Chapter 3, pp. 43-71). Thousand Oaks, CA: Sage. **(Complete the Skills Inventory on page 67-68)**

Goncalves, Marcus (2013). Leadership Styles: The Power to Influence Others. *International Journal of Business and Social Science*, Vol. 4(4).

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th ed., pp. 9-11). Thousand Oaks, CA: Sage.

Sager, J. S. (2008). Sources of interpersonal and organizational power. In J. Rothman, J. L. Erlich, & J. E. Tropman (Eds.), *Strategies of Community Organization* (7th ed., pp. 425-446). Peosta, IA: Eddie Bowers Publishing Company.

Recommended Resources and Websites

<https://www.youtube.com/watch?v=hWZTds02Njs>

<https://www.youtube.com/watch?v=1KeNfhw7bK0>

Application

PRIOR TO CLASS - Students will complete online:

Leadership Assessment #5: Strengths-Based Leadership Survey. Students need to purchase a new book from Rath and Conchie (2008) to complete this online leadership assessment.

Unit 6 (Discovery and Application): Leading through Vision

Topics

- Transformational and Transactional Leadership
- Assessing and Shaping Organizational Culture

- Organization Transformation
- Leadership and Storytelling
- Leading Organizational Vision –Strategic Planning

Required Reading

Northouse, P. G. (2016). Transformational Leadership In *Leadership: Theory and practice* (7th ed. Chapter 9, pp. 161-194). Thousand Oaks, CA: Sage

Eagly, Alice H.; Johannesen-Schmidt, Mary C.; Van Engen, Marloes L. (2003). Transformational, transactional, and laissez-faire leadership styles: A meta-analysis comparing women and men. *Psychological Bulletin*, 129(4).

PART II: BEHAVIOR AND COMMUNICATION

Unit 7 (Behavior and Communication): Effective Management and leadership

Topics

- NSWM Competencies
- Developing and Motivating followers (staff)
- Influence, Persuasion & Negotiation
- Supervision Issues/Models

Required Reading

Hargis, M. B., Watt, J. D., & Piotrowski, C. (2011). Developing leaders: Examining the role of transactional and transformational leadership across business contexts. *Organization Development Journal*, 29(3), 51-66.

Brody, R. & Nair, M. (2014). Effectively leading and managing human service organizations (4th ed.). Chapter 18. *Ethical Dilemmas in Management*. Pp. 373-378. Thousand Oaks, Sage.

Brody, R. & Nair, M. (2014). Personnel Management – Managing Employees in *Effectively Leading Human Service Organizations* (4th Edition). Thousand Oaks, CA: Sage. Pp:89-122.

Gerard, J. G. (2011). Linking in with LinkedIn®: Three exercises that enhance professional social networking and career building. *Journal of Management Education*, 1052562911413464

Review of the Network for Social Work Management Website: www.socialworkmanager.org

Application

The National Network of Social Work Managers Competencies:
<https://socialworkmanager.org/standards-and-certification/competencies/>

Students will self-rate on their leadership and management competencies based on the skills and exposure they have received during their MSW program in the classroom and field placement.

Unit 8 (Behavior and Communication): Leading Teams

Topics

- Interpersonal and Group Process Approaches
- Relationship Building - LMX Theory
- Synergistic Decision-making
- Project Management

Required Readings

Northouse, P. G. (2016). Team Leadership In *Leadership: Theory and practice* (7th ed. Chapter 12, pp. 363-396). Thousand Oaks, CA: Sage.

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.

Scott-Ladd, Christopher C.A., & Chan, B. (2014). Emotional intelligence and participation in decision-making: Strategies for promoting organizational learning and change. *Strategic Change, Vol. 13*, 95–105.

Yun, Seokhwa and Cox, Jonathan. (2007). Leadership and teamwork: The effects of leadership and job satisfaction on team citizenship. *International Journal of Leadership Studies, Vol. 2(3)*, 171-193

Application

Students will participate in a team building activity. Instructor will provide materials.

Recommended Resources and Website

Tom Wujec on Build a Tower, Build a Team http://www.ted.com/talks/tom_wujec_build_a_tower

<http://www.simonstapleton.com/wordpress/2007/12/17/the-five-sources-of-a-leader%E2%80%99s-power-and-how-and-how-not-to-use-them/>

<http://www.slideshare.net/HJustice/leadership-sources-of-power-31593945>

Unit 9 (Behavior and Communication): Leading Change / Strategic Leadership**Topics**

- Managing change
- Building collaborations
- Maximizing engagement
- Implementation

Required Reading

Northouse, P. G. (2016). Transformational leadership In *Leadership: Theory and practice* (7th ed. Chapter 9, pp. 161-194). Thousand Oaks, CA: Sage. (Review from Week 6)

Lewis, J., Packard, T. & Lewis, M. (2012). Leading and Changing Human Service Organizations in *Management of Human Service Programs* (5th ed. Chapter 11, pp.234-262). Belmont, CA: Brooks/Cole.

Unit 10 (Behavior and Communication): Diversity, Equity and Inclusion**Topics**

- Women in Leadership
- Positive Gender Relations in the Workplace (LGBTQ)
- Impact of generational differences on the work setting

Required Reading

Grant, J. (1988). Women as managers: What they can offer to organizations. *Organizational Dynamics*, 16(3), 56-63.

Mor Barak, E. M. & Travis, J. D. (2009) Diversity and organizational performance In Y. Hasenfeld (Ed.). *Human services as complex organizations* (2nd Ed.), Thousand Oaks: Sage, pp: 341-378.

Application

Students will complete the leadership instrument: **The Gender – Leader Implicit Association Test** (page 368).

1) Class discussion of readings and video material. What are the main differences between men and women holding positions of leadership? What are potential interventions to empower women and cultural minorities to lead? What are the implications for policy and social work practice in the workplace?

Recommended Resources and Websites

Sheryl Sandberg on why there are few women in top professions and offers 3 powerful pieces of advice to women aiming for the top.
http://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders?language=en#t-169393

George Yancy and Joe Feagin on American Racism in the 'White Frame'

http://opinionator.blogs.nytimes.com/2015/07/27/american-racism-in-the-white-frame/?_r=1

Instructor will provide additional course reading materials

Application: Students will participate in a team building activity. Instructor will provide materials.

Unit 11 (Behavior and Communication): Developing and Creating a Leadership Pipeline

Topics

- Onboarding staff
- Developing Staff/managing talent
- Succession Planning

Required Reading

Bennett, S. & Deal, K. H. (2009). Beginnings and endings in social work supervision: The interaction between attachment and developmental processes. *Journal of Teaching in Social Work, 29*(1), 101-117.

Davis, R. T. (2010). Constructing a profession of social work: The role of social work supervision. *Social Work Review, 9*(1), 20-30.

Recommended Resources and Website

NASW. (2008). Social Workers Code of Ethics.
<https://www.socialworkers.org/pubs/code/code.asp>

Unit 12 (Behavior and Communication): Leadership in Times of Crisis**Topics**

- The Role of Social Workers during Crisis Situations
- Crisis: Leadership and management

Required Reading

Kazimoto, Paluku (2013). Analysis of conflict management and leadership for organizational change. *International Journal of Research in Social Sciences*, Vol. 3(1), 16-25

Brody, R. & Nair, M. (2014). Improving Communications and Handling Conflict in *Effectively Leading Human Service Organizations* (4th Edition). Thousand Oaks, CA: Sage. pp: 201-218.

Application

Students will practice crisis scenarios and appropriate response models in class.

Recommended Resources and Website

Agency for Research in Health Quality on crisis response triage models
<http://www.ahrq.gov/professionals/systems/hospital/esi/esi1.html>

Clinical Psychology Journal on crisis response triage models
<http://onlinelibrary.wiley.com/doi/10.1002/jclp.20282/abstract;jsessionid=613A66B84E0D8CA9A8D32FC76B093855.f02t04>

Unit 13 (Behavior and Communication): Leadership and Social Movements**Topics**

- Causes of conflict & conflict resolution
- Leadership and conflict
- Leadership and negotiation
- Supervision and leadership

Required Reading

Bolman, L. & Deal, T. (2008). Reframing Leadership in *Reframing organizations: Artistry, choice and leadership* (4th Ed. Chapter 1, pp. 3-23). San Francisco, CA: Jossey-Bass.

Bolman, L. & Deal, T. (2008). Reframing Leadership in *Reframing organizations: Artistry, choice and leadership* (4th Ed. Chapter 17, pp. 341-372). San Francisco, CA: Jossey-Bass.

Application

Watkins (1990, 1994). Supervisor complexity model (SCM)

Stoltenberg & McNeill (2009). Integrated developmental model (IDM)

Level 1: Anxious, increasingly structured and directive, display an “expert” stance, recommend their own theoretical orientation and interventions

Level 2: Filled with conflict and confusion, emergence of deeper understanding of supervision as complex and difficult, focus heavily on supervisee (as opposed to supervisory relationship), vary in motivation about being a supervisor

Level 3: Consistent motivation to be a supervisor, increased autonomy, increased knowledge about when to seek consultation, can engage in honest and accurate self-evaluations of their work

Level 3i (integrated): Work well with supervisees at any developmental level, supervise less advanced supervisors.

Recommended Resources and Website

NASW Social Work Boards on best practice standards on Social Work Supervision
<http://www.socialworkers.org/practice/naswstandards/supervisionstandards2013.pdf>

PART III: SOCIAL CHANGE AND ACTION

Unit 14: (Leadership Action and Social Change) STUDENT PRESENTATIONS

Topics

- Students will turn in their group written assignment and start their group presentations

Unit 15: (Leadership Action and Social Change) STUDENT PRESENTATIONS

Topics

- Students will continue their group presentations

FINALS WEEK – SUMMATIVE EXPERIENCE SESSION (MEETING DATE TO BE ANOUNCED)

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by email (newmyer@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations, which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work, which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency, occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student, agreed by the instructor, and reported on the official "Incomplete Completion Form."

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly
[<http://www.socialworkers.org/pubs/Code/code.asp>]*

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the Leadership Course Lead, Dr. Juan Carlos Araque at araque@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor and/or the MSW Program Chair, Dr. Leslie Wind at wind@usc.edu for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
